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# Teen & Teen

## Four

Student Book  
& Workbook 4



Extra Practice  
CD-ROM

OXFORD





# Teen & Teen

## Four

Student Book  
& Workbook 4

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# Learning Objectives

Grammar

Vocabulary

Social language

Reading and Writing

Welcome to



page 4

## 1. My hobby is blogging.

page 10

• Gerunds

• Talents and hobbies

• Introduce two classmates  
• Suggest an activity

### Reading

• An online advice column  
• **Skills / strategies:** Recognize a point of view; Find supporting details; Understand meaning from context

### Writing page 90

• Writing a title

## 2. I want to change my bad habits.

page 16

• Infinitives

• Good and bad habits

• Compare your good and bad habits

### Reading

• A study guide for new students  
• **Skills / strategies:** Understand meaning from context; Skim for content

### Writing page 90

• Parallel structure

## 3. Teen2Teen friends

### Things used to be different.

page 22

• Comparisons with *as ... as*  
• *used to / didn't use to*

• Expressions for talking about the past

• Compare how you were when you were little

### Reading

• A timeline  
• **Skills / strategies:** Skim for content; Scan for information

### Writing page 91

• Topic sentences

Review: Units 1–3 pages 28–29

All About You

Progress Check

Cross-curricular Reading:

Science page 96



Magazine 1 page 100

## 4. Have you ever gone paragliding?

page 30

• The present perfect for indefinite past: statements  
• The present perfect: *yes / no* questions; *ever* and *never*

• Personality

• Ask about and react to someone's experience

### Reading

• An interview in a school newsletter  
• **Skills / strategies:** Confirm a text's content; Find supporting details

### Writing page 91

• Summarizing a text

## 5. Have you been to the doctor yet?

page 36

• The present perfect: *already*, *yet*, *just*  
• The present perfect with superlatives

• At the doctor or dentist  
• Ailments

• Show concern

### Reading

• A public health pamphlet  
• **Skills / strategies:** Identify the main idea; Scan for information; Confirm a text's content

### Writing page 92

• Unity of content

## 6. Teen2Teen friends

### I've been here for a week.

page 42

• The present perfect: *for* and *since*  
• Information questions with *How long*

• Geographical features

• Apologize and provide a reason for being late  
• Accept an apology

### Reading

• A travel brochure  
• **Skills / strategies:** Confirm a text's content; Find supporting details; Scan for information

### Writing page 92

• Organizing details in your writing

Review: Units 4–6 pages 48–49

All About You

Progress Check

Cross-curricular Reading:

Biology page 97



Magazine 2 page 101



	Grammar	Vocabulary	Social language	Reading and Writing
<b>7.</b> <b>I have to get the tickets!</b> <i>page 50</i>	<ul style="list-style-type: none"><li>• <i>have to / has to</i></li><li>• <i>must</i> and <i>must not</i></li></ul>	<ul style="list-style-type: none"><li>• Some Olympic sports</li></ul>	<ul style="list-style-type: none"><li>• Adapt to rules</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• A newspaper article</li><li>• <b>Skills / strategies:</b> Identify the main idea; Understand meaning from context; Confirm a text's content</li></ul> <b>Writing</b> <i>page 93</i> <ul style="list-style-type: none"><li>• Provide reasons to support an idea</li></ul>
<b>8.</b> <b>That might be a good idea.</b> <i>page 56</i>	<ul style="list-style-type: none"><li>• <i>be supposed to</i></li><li>• <i>might</i> for possibility</li></ul>	<ul style="list-style-type: none"><li>• Ways to protect the environment</li></ul>	<ul style="list-style-type: none"><li>• Remind someone of expected behavior</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• An informational leaflet</li><li>• <b>Skills / strategies:</b> Identify the main idea; Confirm a text's content</li></ul> <b>Writing</b> <i>page 93</i> <ul style="list-style-type: none"><li>• Conclusions</li></ul>
<b>9. Teen2Teen Friends</b> <b>You don't believe that, do you?</b> <i>page 62</i>	<ul style="list-style-type: none"><li>• Tag questions: present</li><li>• Tag questions: past</li></ul>	<ul style="list-style-type: none"><li>• Personal care products</li></ul>	<ul style="list-style-type: none"><li>• Express disbelief</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• A report</li><li>• <b>Skills / strategies:</b> Identify the main idea; Understand meaning from context; Confirm a text's content</li></ul> <b>Writing</b> <i>page 94</i> <ul style="list-style-type: none"><li>• Persuasion</li></ul>
<b>Review: Units 7–9</b> <i>pages 68–69</i> <b>All About You</b> <b>Progress Check</b>		<b>Cross-curricular Reading: History</b> <i>page 98</i>		<b>Teen2Teen Friends Magazine 3</b> <i>page 102</i>
<b>10.</b> <b>We should say something.</b> <i>page 70</i>	<ul style="list-style-type: none"><li>• Indefinite pronouns: <i>someone, no one, anyone</i></li><li>• Indefinite pronouns: <i>something, nothing, anything</i></li></ul>	<ul style="list-style-type: none"><li>• Bullying</li></ul>	<ul style="list-style-type: none"><li>• Express regret about not speaking up</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• A teen magazine article</li><li>• <b>Skills / strategies:</b> Confirm a text's content</li></ul> <b>Writing</b> <i>page 94</i> <ul style="list-style-type: none"><li>• Using <i>this</i> to refer to an earlier idea</li></ul>
<b>11.</b> <b>My sister saw the guy who did it.</b> <i>page 76</i>	<ul style="list-style-type: none"><li>• Relative clauses: <i>that</i> and <i>who</i></li></ul>	<ul style="list-style-type: none"><li>• Verbs for crimes</li></ul>	<ul style="list-style-type: none"><li>• Insist emphatically</li><li>• Make a suggestion</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• A crime prevention flier</li><li>• <b>Skills / strategies:</b> Identify the main idea; Confirm a text's content</li></ul> <b>Writing</b> <i>page 95</i> <ul style="list-style-type: none"><li>• Agreement in number</li></ul>
<b>12. Teen2Teen Friends</b> <b>It's a day when we celebrate.</b> <i>page 82</i>	<ul style="list-style-type: none"><li>• Relative clauses: <i>where</i> and <i>when</i></li><li>• Reflexive pronouns: <i>each other</i></li></ul>	<ul style="list-style-type: none"><li>• Ways to celebrate a holiday</li></ul>	<ul style="list-style-type: none"><li>• Wish someone a happy holiday</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• Online encyclopedia entries</li><li>• <b>Skills / strategies:</b> Classify information; Confirm a text's content</li></ul> <b>Writing</b> <i>page 95</i> <ul style="list-style-type: none"><li>• Agreement in person</li></ul>
<b>Review: Units 10–12</b> <i>pages 88–89</i> <b>All About You</b> <b>Progress Check</b>		<b>Cross-curricular Reading: Astronomy</b> <i>page 99</i>		<b>Teen2Teen Friends Magazine 4</b> <i>page 103</i>
<b>Reference</b> <i>pages 104–106</i>				
<b>Workbook</b> <i>pages W1–W37</i>				



# You don't believe that, do you?

**Grammar:** Tag questions: present • Tag questions: past  
**Vocabulary:** Personal care products  
**Social language:** Express disbelief

## Topic Snapshot

2.33

### 1. Read and listen to the posts.

## Teen2Teen Friends



**Carmela:**

Hey, guys. I'm studying advertising techniques in my social studies class this year. Have a look at these ads from the Internet, and let me know which products look good to you.



**Abby:** Thanks, Carmela! I'd really like a product like Clear Skin because I actually have skin problems. But two hours doesn't sound very realistic, does it? So I guess I like the product, but I don't believe the claim. What do the rest of you guys think?



**Carlos:** I hate to say it, but I think Clear Skin's claim is ridiculous. It's important to think before spending money on a product that won't work.



**Chen:** Well, I'm not fat, but I'd like to lose a little weight, so I think the *Neanderthal Diet* book sounds great. It says you don't have to diet! Dieting is so unhealthy.



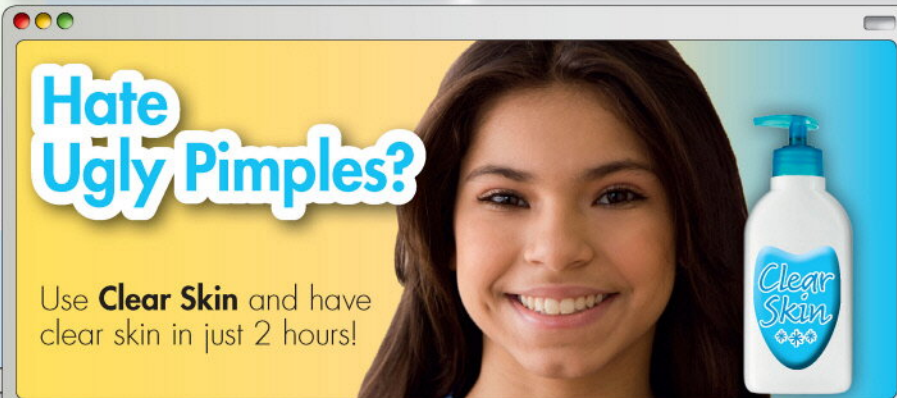
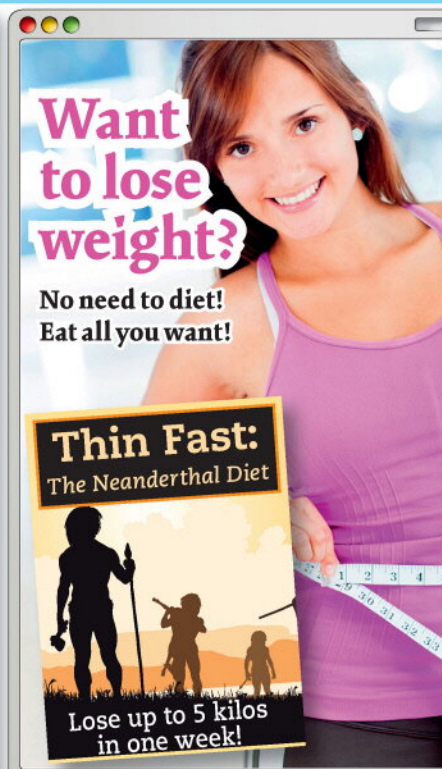
**Carlos:** Come on, Chen! You don't believe that, do you? It's called the Neanderthal Diet. Hello! How do they even know what Neanderthals ate? They should call that book *Think Fast*, not *Thin Fast*! And the New Heights Gym? That's the most ridiculous claim of them all.



**Chen:** I guess you're right. Now that I think about it, Carmela, I guess all these ads are a little silly. I don't want any of these products!



**Carmela:** Thanks, guys! That'll help me with my project. The kids on Teen2Teen are pretty smart.



### 2. Complete each statement with the name of a Teen2Teen Friend.

1. Abby has pimples and would like to have better skin.
2. \_\_\_\_\_ thinks the Clear Skin ad is ridiculous.
3. \_\_\_\_\_ thinks dieting is unhealthy.
4. \_\_\_\_\_ doesn't believe the claim in the New Heights Gym ad.



## Vocabulary Personal care products

2.34 1. Look at the photos. Read and listen.

### Personal Hygiene



1. soap



2. deodorant



3. shampoo



4. toothpaste

### Skin Care



5. body lotion



6. shaving cream



7. sunscreen



8. face wash

### Hair Styling



9. hair gel



10. hair spray

### Cosmetics



11. makeup



12. nail polish

2.35 2. Pronunciation Listen and repeat.

3. Complete each statement with a personal care product from the Vocabulary.

- If you want to smell nice (even after soccer practice!), use deodorant every day.
- A lot of girls and women use \_\_\_\_\_ on their faces, even if they are already beautiful.
- If your skin is dry, \_\_\_\_\_ can help.
- Washing your hands with \_\_\_\_\_ several times a day can help prevent a cold.
- My dad says I can borrow his \_\_\_\_\_. I don't really need to shave every day yet, but I like to practice.

2.36 4. Listening comprehension Listen to the ads. Write the kind of personal care product each ad is selling.

- |                      |          |          |
|----------------------|----------|----------|
| 1. <u>hair spray</u> | 3. _____ | 5. _____ |
| 2. _____             | 4. _____ | 6. _____ |

About you!



Do you use any personal care products? Which ones?



## Grammar Tag questions: present

### 1. Study the grammar.

- Use a tag question at the end of a statement to confirm information.
- Use a negative tag with an affirmative statement.
- Use an affirmative tag with a negative statement.

Affirmative statements	Negative statements
I'm late, <b>aren't I?</b>	I'm not late, <b>am I?</b>
You're Justin, <b>aren't you?</b>	You're not Justin, <b>are you?</b>
He's in the band, <b>isn't he?</b>	He isn't in the band, <b>is he?</b>
They speak Chinese, <b>don't they?</b>	They don't speak Chinese, <b>do they?</b>
She has a pet cat, <b>doesn't she?</b>	She doesn't have a pet cat, <b>does she?</b>
Short answers to tag questions	
This brand of hair gel is great, isn't it? (Yes, it is. / No, it isn't.)	
You don't use hair spray, do you? (Yes, I do. / No, I don't.)	



#### Language tips

- Always contract negative tag questions.  
*It's raining, isn't it?* **NOT** *It's raining, is it not?*
- Always use subject pronouns, not nouns or names, in tag questions.  
*Mr. Ade is your teacher, isn't he?*  
**NOT** *Mr. Ade is your teacher, isn't Mr. Ade?*

2.37

### 2. Pronunciation Listen to the grammar examples. Repeat.

My new nail polish is great, **isn't it?**

### 3. Choose the correct tag question to complete each statement.

1. Awesome Nails is the best nail polish, \_\_\_\_\_ a. are they?
2. Budget Brand personal care products aren't very good, \_\_\_\_\_ b. aren't I?
3. Sean uses hair gel every day, \_\_\_\_\_ c. isn't it?
4. Mom, I'm getting the *Neanderthal Diet* book for my birthday, \_\_\_\_\_ d. doesn't he?

### 4. Circle the correct tag questions to complete the conversations.



1.

- A: Jason doesn't use shaving cream, does he? / isn't it?  
B: No. I don't think he does. Maybe he's buying it for his dad.



3.

- A: My new shampoo is awesome, **isn't it?** / **doesn't it?**  
B: No offense, Lily, but no, it isn't.



2.

- A: Burn-No-More sunscreen really works, **isn't it?** / **doesn't it?**  
B: Yes, I think it does.



4.

- A: Face washes don't prevent pimples, **do they?** / **aren't they?**  
B: My doctor says they don't. But they help clear them up.



**5. Complete each conversation with a tag question and a short answer.**

1. A: You use Miracle brand hair gel, don't you ?  
B: Yes, I do .
2. A: Oops. I'm too late to buy sunscreen, \_\_\_\_\_ ? I'm going to the beach really early tomorrow.  
B: Well, actually yes, \_\_\_\_\_. The stores are closed. But you can use mine.
3. A: Exercising makes you really strong, \_\_\_\_\_ ?  
B: Yes, \_\_\_\_\_, especially if you exercise every day.
4. A: This store doesn't sell nail polish, \_\_\_\_\_ ?  
B: No, \_\_\_\_\_. I'm sorry.
5. A: This is the body lotion you like, \_\_\_\_\_ ?  
B: No, \_\_\_\_\_. I like Sweet Skin better. You should try it.

**Grammar Tag questions: past**

**1. Study the grammar.**

Affirmative statements	Negative statements
I was late yesterday, <b>wasn't I?</b>	I wasn't late yesterday, <b>was I?</b>
It was very rainy yesterday, <b>wasn't it?</b>	It wasn't very rainy yesterday, <b>was it?</b>
She bought the makeup, <b>didn't she?</b>	She didn't buy the makeup, <b>did she?</b>
You used all the hair spray, <b>didn't you?</b>	You didn't use all the hair spray, <b>did you?</b>



**2. Pronunciation** Listen to the grammar examples. Repeat.

**3. Write statements with tag questions and short answers. Use the past of be and the simple past tense. Don't forget to use commas and question marks.**

1. Your brother / buy / hair gel for the party  
Your brother bought hair gel for the party, didn't he?
2. Joanna / not shop / for cosmetics at the mall  
\_\_\_\_\_
3. The Clean Feeling toothpaste / not be / too expensive  
\_\_\_\_\_
4. There / be / a few brands of shampoo at the cosmetics store  
\_\_\_\_\_
5. They / not have / the body lotion with the flower on the bottle  
\_\_\_\_\_
6. It be / crazy / to buy two kinds of face wash  
\_\_\_\_\_
7. Your mom / not use to buy / makeup when she / be a teenager  
\_\_\_\_\_



## Reading A report

- 2.39
1. Read Carmela's report on Teen2Teen Friends. What do advertisers think about when they create ads for teens?
  2. **Identify the main idea** After reading the report, choose the statement that expresses its main idea.
    1. Teens spend a lot of time online.
    2. Use critical thinking skills before believing an ad's claims.
    3. Advertisers pay to put their brands in TV programs and movies.
  3. **Understand meaning from context** Read the report again. Choose a word or phrase to complete each statement.
    1. When you're online, you might see pop-up ads / TV programs on the side of the screen.
    2. Teens spend a lot of time in digital environments such as social media sites / advertisements.
    3. Coca-Cola and Apple are two examples of advertisers / brands.
    4. When advertisers promote a product, they are trying to sell it / buy it.
    5. Product placement is one kind of claim / advertisement.
    6. When you are gullible / skeptical, you believe everything you see.
    7. A skeptical person doesn't think / thinks before believing an advertiser's claims.



**Open question:** Do you have a school project you'd like to share?



Carmela: Hey, guys. Here's my report about advertising techniques. Thanks for your help!

### Think critically when you see an ad

If you are a teen between the ages of twelve and seventeen, advertisers know how to find you and how to promote their products to you. Teens see thousands of advertisements every day: in magazines, on outdoor signs, as pop-ups online, and on TV. Some ads don't even appear to be ads; advertisers hide them in TV programs and movies in a practice called "product placement." We see our favorite actor using a company's brand of computer or drinking a certain brand of soda, and this makes us think the product is cool.

Advertisers understand how to motivate teens to buy. They know that people in our age group are sensitive about our appearance and want to have the coolest products. And advertisers know that we spend much of the day in a digital environment, so they put ads online, especially on social media sites. They can also see the recommendations we make when we hit "Like."

Many ads make untrue claims, and the products are often a waste of money. Learn to look at each ad critically so you can make a good decision to buy or not buy the product.

### Be "ad savvy"

1. Advertisers know it's easy to make us worry about our weight, our skin, our height, and the clothes we wear. Check to see if the ad uses pictures or words that make you feel bad about your appearance.
2. Don't be gullible. If a claim sounds too good to be true, it probably is. Instead, be skeptical: think carefully before you believe a claim that the advertiser says is a "miracle" or guaranteed.



We see ads on outdoor signs every day.

Pop-up ads sell products online.

3. Recognize product placement. When you see a brand name in a TV program or a movie, remember that it's not accidental; an advertiser paid to put that brand in front of your eyes.



4. **Confirm a text's content** Circle T (true), F (false), or NI (no information), according to the report.

- |   |                   |
|---|-------------------|
| 1. Advertisers know how to sell to teens.   | <u>T</u> / F / NI |
| 2. The most effective ads are pop-up ads.   | T / F / NI        |
| 3. Advertisers understand what teens worry about.                                 | T / F / NI        |
| 4. Teens are more gullible than adults.   | T / F / NI        |
| 5. When you see a product in a movie, an advertiser probably wants you to see it. | T / F / NI        |

About you!



In your notebook, describe the best ad you've ever seen. Explain why it was so good.



## Express disbelief

2.40

### 1. Read and listen to the conversation.

- A** Hey, Carly. Look at this ad for Hollywood Shampoo.
- B** OK. What about it?
- A** It says you can have long hair in just one month.
- B** That's crazy. You don't believe that, do you?
- A** Why not? They say it's guaranteed.
- B** Paula, think. It says in just one month. Do you really think that's possible?
- A** I guess not. It is pretty silly.

2.41

### Ways to express disbelief

That's crazy. ....

That's ridiculous.

That's silly.

That's illogical.

That's impossible.

2.42

### 2. Pronunciation Listen and repeat.

### 3. Guided conversation Choose an ad and use it to create a NEW conversation. Change the way you express disbelief.

- A** Hey, \_\_\_\_\_. Look at this ad for \_\_\_\_\_.
- B** OK. What about it?
- A** It says you can \_\_\_\_\_ in just \_\_\_\_\_.
- B** \_\_\_\_\_. You don't believe that, do you?
- A** Why not? They say it's guaranteed.
- B** \_\_\_\_\_, think. It says \_\_\_\_\_.  
Do you really think that's possible?
- A** I guess not. It is pretty \_\_\_\_\_.



**A**

**B**

Read your new conversation with your partner.  
Then read the conversation in your partner's book



# Review: Units 7–9

## 1. Read the conversation. Choose the correct answer to each question.

Tina: Oops. I think I forgot to turn off the TV! We have to go home.  
 Nick: Oh, Tina! We're almost at the beach now. Are you sure you forgot?  
 Tina: Definitely. Let's go back. We use way too much electricity in our house.  
 Nick: You don't really think that, do you?  
 Tina: Of course I do! We use a ton of electricity. Listen, you don't have to come with me. Have some lunch, and I'll meet you later, OK?  
 Nick: No problem. I'll go with you. We can have a quick lunch at home and save a little money. We'll go to the beach after that.  
 Tina: That sounds like a plan!



1. What did Tina forget to do?
  - a. Go back.
  - b. Turn off the TV.**
2. What does Tina suggest?
  - a. She can go home alone.
  - b. Nick should go home.
3. What's a problem, in Tina's opinion?
  - a. They're supposed to use too much electricity.
  - b. Their family uses too much electricity.
4. What do they decide to do?
  - a. To eat lunch at home and go to the beach later.
  - b. To eat lunch when they get to the beach.

## 2. Complete each statement, using a form of *have to*.



1. They can't watch TV right now because they have to do their homework.



2. The students can't hang out tonight because they \_\_\_\_\_ their project.



3. She's worried because she \_\_\_\_\_ to the dentist at 4:00 to get a filling.



4. He can't go out with his friends because he \_\_\_\_\_ his little brother.

## 3. Complete each statement or question with correct forms of *have to* or *must*.

1. What time ... meet your dad for dinner tonight?
  - a. do you have to**
  - b. must you
  - c. do you have
2. The law says that all passengers in the car ... wear seat belts.
  - a. has to
  - b. they must
  - c. must
3. The rule is students ... bring a note from their parents if they want to go on the trip.
  - a. must to
  - b. must
  - c. has to
4. Do your classmates ... take the bus to the stadium?
  - a. must
  - b. have to
  - c. having
5. Don't his parents always say he ... use less electricity?
  - a. has to
  - b. have to
  - c. must to



#### 4. Complete each statement with the correct present or past tag question. Complete each short answer.

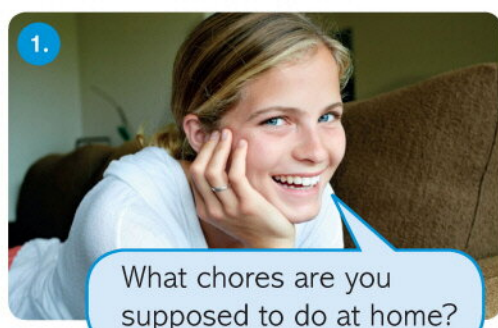
1. A: They sell great athletic shoes here, don't they ?  
B: Yes, they do .
2. A: The kids on the soccer team don't have to get to school early on the day of the game, \_\_\_\_\_ ?  
B: No, \_\_\_\_\_ .
3. A: Lara's dad made a great dinner for her birthday, \_\_\_\_\_ ?  
B: Yes, \_\_\_\_\_ .
4. A: Jose Luis's photos of Ecuador on Teen2Teen Friends were fantastic, \_\_\_\_\_ ?  
B: Yes, \_\_\_\_\_ .
5. A: You don't have to babysit this Friday, \_\_\_\_\_ ?  
B: No, \_\_\_\_\_ .
6. A: Your sisters turned off all the lights before they went out, \_\_\_\_\_ ?  
B: No, \_\_\_\_\_ .

#### 5. Rewrite the statements, correcting the errors with *be supposed to* and *might*.

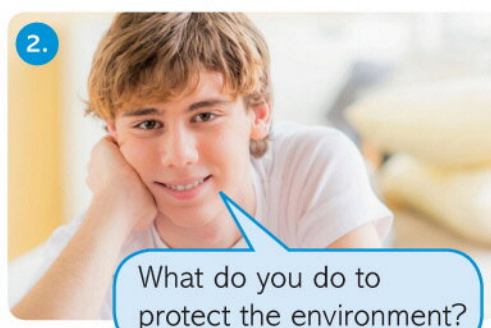
1. We not might win the game tomorrow. We might not win the game tomorrow.
2. They supposed to speak only English in English class. \_\_\_\_\_
3. Our family might to go to Quito on our next vacation. \_\_\_\_\_
4. They're not supposed to go hiking without good hiking boots. \_\_\_\_\_
5. Do you supposed to wear a seat belt when you're in a car? \_\_\_\_\_
6. If the weather is terrible, we don't might go to the beach. \_\_\_\_\_

## All About You

### 1. Write your own response to each person.



You \_\_\_\_\_  
\_\_\_\_\_



You \_\_\_\_\_  
\_\_\_\_\_



You \_\_\_\_\_  
\_\_\_\_\_

### 2. Complete the personal statements.

I like / don't like most ads because \_\_\_\_\_.

At home, my family recycles \_\_\_\_\_.

My favorite Olympic sports are \_\_\_\_\_.

You're so talented!



## Progress Check

✓ Check what you can do.

☐ Explain rules to someone

☐ Express disbelief

☐ Remind someone of expected behavior

☐ Use the Unit 7–9 grammar and vocabulary



**Grammar:** Indefinite pronouns: *someone, no one, anyone* • *something, nothing, anything*  
**Vocabulary:** Bullying  
**Social language:** Express regret about not speaking up

## Topic Snapshots

2.43

### 1. Snapshot 1 Read and listen to the conversation.

**Bree:** I can't believe this! Someone just posted something terrible about me again!  
**Sherry:** Again? What does it say?  
**Bree:** It says all kinds of things about me that just aren't true!  
**Sherry:** Well, who do you think posted it? Someone at school?  
**Bree:** I don't know. Do you think I should post a comment?  
**Sherry:** Actually, no. I don't think you should say anything. If you ignore bullies, they just lose interest after a while.  
**Bree:** I guess you're right. Thanks!



### 2. Circle the correct options to complete the statements.

- Someone posted comments about Bree / Sherry online.
- This **was** / **wasn't** the first time.
- The person who posted this **is definitely** / **might be** someone from school.
- Sherry thinks Bree **should** / **shouldn't** post a comment to reply.
- Sherry calls the person a bully because that person **made Bree feel bad** / **is online**.

2.44

### 3. Snapshot 2 Read and listen to three students' experiences.



Norma, 15

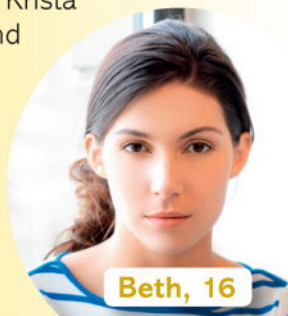
"I changed schools last year, and some girls weren't very friendly. When I said hello, they didn't say anything back. Sometimes they laughed at the clothes I wore. I felt so bad, I just didn't want to come to school. Luckily, I met some really nice kids who made me feel welcome. That helped a lot."

"Some guys in my neighborhood were bullying me all the time. So then I started giving kids here at school a hard time. I said I was going to hurt them. It made me feel stronger and more important. But then a good friend reminded me how I felt when those guys in my neighborhood were bullying me, so I don't pick on other kids anymore."



Tristan, 16

"My friend Krista was saying mean things about Mona, a girl in our class. She was telling everyone that Mona wore too much makeup and had ugly clothes. I told Krista I didn't like that, and I invited Mona to hang out with me and my other friends. I'm glad I said something to Krista about it."



Beth, 16

### 4. Read the statements. Write *Norma*, *Tristan*, or *Beth*.

- This person was bullying other kids.
- Someone was bullying these two people.
- This person asked someone to stop bullying others.
- This person's friend was saying bad things about someone.
- Someone was nice to this person.

Tristan

\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Vocabulary Bullying

### 2.45 1. Look at the pictures. Read and listen.



1. gossip about someone



2. tell a lie about someone



3. ignore someone



4. tease someone



5. play a joke on someone



6. threaten someone

### 2.46 2. Pronunciation Listen and repeat.

### 3. Choose the Vocabulary words and phrases that best complete each description.

- Nick is telling everyone that Lisa is my girlfriend. That's not true! He needs to stop telling lies about / threatening me!
- No one says hello to me. Why is everyone **threatening** / **ignoring** me?
- Mark told Garret he's going to do something bad to him if Garret doesn't give him money for lunch. He needs to stop **threatening** / **playing jokes on** people!
- Mindy tells everyone about my problems at home. People shouldn't **tease** / **gossip about** their friends. It's not right!
- Yuck! Who put salt in my soda? It's not nice to **tease** / **play jokes on** people!
- Greg always laughs at me in gym class and says I'm not good at sports. I really don't like it when he **teases** / **plays jokes on** me in front of other people.

### 4. Look at Exercise 3 on page 70 again. Complete each statement about the three students, using the Vocabulary.

- Sometimes other kids ignored Norma, and sometimes they \_\_\_\_\_ her.
- Tristan sometimes \_\_\_\_\_ other kids.
- Beth's friend Krista \_\_\_\_\_ another girl.

About you!



**Have you ever seen someone bully another person? What happened?**

A boy in my neighborhood threatened my friend. I told my parents.



## Grammar Indefinite pronouns: *someone*, *no one*, and *anyone*

### 1. Study the grammar.

#### Affirmative statements: *someone*, *no one*

**Someone** told the teacher a lie.

**No one** was friendly to the new kid.

I heard **someone** threaten your brother.

#### Negative statements: *someone*, *anyone*

I didn't see **anyone** tease the new girl.

**Someone** didn't tell the truth.

#### yes / no questions: *anyone*

Did **anyone** talk to her?

Are you going to tell **anyone** about it?

**Someone** posted lies about me online!

Was it **anyone** we know?



#### Language tips

- Use *someone* or *anyone* in negative statements, not *no one*.  
*Someone* didn't tell the truth. **NOT** ~~No one~~ didn't tell the truth.  
*They* didn't speak to *anyone*. **NOT** *They* didn't speak to ~~no one~~.
- Always use a singular verb with an indefinite pronoun.  
*Has anyone* met the new student? **NOT** ~~Have~~ *anyone* met the new student?

**someone** = a person  
**anyone** = a person  
**no one** = no person

2.47

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Circle the correct indefinite pronouns to complete each statement or question.

- Anyone / Someone told me a lie today.
- No one / Someone didn't remember to turn off the water.
- They didn't see no one / anyone in the hall.
- No one / Anyone told the teacher about what happened.
- Did your brother tell no one / anyone about it?
- We talked to someone / anyone in the main office today about Tom.
- No one / Anyone saw Grace play a joke on Ted.

### 4. Complete the conversations with indefinite pronouns *someone*, *no one*, or *anyone*.

- A: I just saw Leo bullying a boy in the cafeteria.  
B: That's terrible! Let's go tell someone.
- A: Kathy was teasing Marie about her new hair style.  
B: Well, that's really mean! \_\_\_\_\_ should tell her to stop.
- A: Was there \_\_\_\_\_ from our class at the party yesterday?  
B: No, there wasn't. \_\_\_\_\_ invited us.
- A: Nick told me that \_\_\_\_\_ from our class was gossiping about me. Is that true?  
B: Really? Well, \_\_\_\_\_ has said anything to me about you.
- A: I don't know \_\_\_\_\_ at my new school yet.  
B: Well, I'll introduce you to some of my friends this weekend, OK?



## Grammar Indefinite pronouns: *something*, *nothing*, and *anything*

### 1. Study the grammar.

#### Affirmative statements: *something*, *nothing*

He put **something** in his backpack.

There's **nothing** in this locker.

#### Negative statements and yes / no questions: *anything*

They didn't say **anything**.

I'm not going to do **anything**.

Is there **anything** in the fridge?

Are you going to say **anything**?



#### Language tip

- Don't use *nothing* in negative statements.

I know *nothing* about that. **NOT** ~~I don't know nothing~~ about that.

2.48

### 2. Pronunciation Listen to the grammar examples. Repeat.

### 3. Circle the correct indefinite pronoun to complete each statement or question.

- Jake put something / anything in your bag.
- There isn't anything / nothing in the cupboard.
- There's anything / nothing on the chair.
- Did your friend say nothing / anything to that bully?
- I'm going to say anything / something to Brian.
- Don't eat anything / nothing before soccer practice.

### 4. Read the e-mail from a teacher to her students. Circle the correct indefinite pronouns.



Ms. Gilford

Dear students,

As you know, there will be a school play at the end of the month. Last year, we didn't ask (1) anyone / someone for their help. However, this year, if you have the time, we ask that you please do (2) something / nothing to help us prepare for this event.

First, we will definitely need (3) someone / anyone to sell tickets at the door. Secondly, can (4) anyone / anything play the piano? We still need a piano player!

After the play, we will have refreshments in the cafeteria. We need (5) anyone / someone to bring sandwiches and other snacks. If you are good at making sweet things like cake or cookies, please make (6) anything / something and bring it to the cafeteria. If you don't want to cook (7) nothing / anything, you can help serve the food and drinks.

I know (8) someone / no one has a lot of free time, so we are very grateful for your help.

Thank you!

Ms. Gilford

2.49

### 5. Listening comprehension Listen to the conversations. Complete the statements.

Use *something*, *someone*, *anything*, *anyone*, *nothing*, or *no one*.

- Someone is going to be late today.
- He didn't say \_\_\_\_\_ to his friend.
- She brought \_\_\_\_\_ for lunch today.
- \_\_\_\_\_ was friendly to the new student.
- He bought \_\_\_\_\_ for his sister.
- \_\_\_\_\_ is late for class today.



## Reading A teen magazine article

2.50 1. Read the article. What is cyberbullying?

2. **Confirm a text's content** After reading the article, check the statements that the writer of the article mentions.

1. You should tell an adult if you are the victim of cyberbullying. ☒
2. One effective way to deal with a bully is to respond to his or her posts. ☐
3. It's a cyberbully's fault, not the victim's fault, that there's a problem. ☐
4. Cyberbullying isn't as bad as regular bullying. ☐
5. You should never be friends with a cyberbully. ☐
6. It's important to take a stand if a friend is cyberbullying someone. ☐

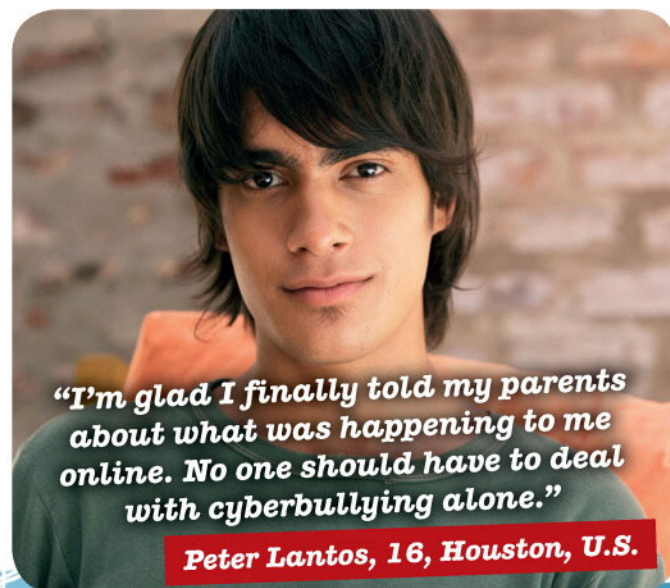
# Take a stand! Stop cyberbullying

**Peter Lantos started seeing the ugly messages someone posted about him on his social networking site when he was only fourteen.** He didn't know who they were from, only that the posts came from someone called Guess9. The posts continued into high school, and the messages got uglier. Whenever Peter went online, day or night, any day of the week, he would always find more terrible posts. He felt like it was his fault, so he didn't say anything to his parents at first. Sometimes the bullying made him feel so bad he didn't want to go to school. Peter was the victim of cyberbullying. A U.S. survey found that 16% of all high school students are the victims of cyberbullying at some time.

In a number of ways, cyberbullying is even worse than face-to-face bullying. A cyberbully can post anonymously, using an online name, like Guess9, instead of his or her real name. A cyberbully might use his or her posts to gossip about, tell lies about, tease, or even threaten someone. A cyberbully can post someone's personal information or post photos or videos that might be embarrassing to the victim. Hundreds, thousands, or even millions of people might see the message on their laptops, tablets, or smartphones.

### What should you do if you're a victim?

The most important thing anyone can do is tell someone. Talk to an adult about it. Don't deal with cyberbullying alone! There are ways to block a cyberbully's posts, and someone can help you do that. And one of the most effective things you can do might be to do nothing. Ignoring the bully, rather than replying to his or her posts, puts you in control. Instead of responding, take a break, or go for a walk. Remember that the cyberbully has done something wrong. You haven't. And what if you have a friend who is bullying someone online? Take a stand! Tell your friend how hurtful it is. You might make a difference.





**3. Confirm a text's content** Circle T (true), F (false), or NI (no information), according to the article.

- |   |   |
|---|---|
| 1. Peter didn't talk with anyone about his problem at first.                        | <input checked="" type="radio"/> T / F / NI |
| 2. Peter's problem stopped when he went to high school.                             | T / F / NI                                  |
| 3. Most high school students in the U.S. have never experienced cyberbullying.      | T / F / NI                                  |
| 4. A cyberbully can't change his or her behavior.                                   | T / F / NI                                  |
| 5. The ability to post anonymously makes cyberbullying worse than regular bullying. | T / F / NI                                  |
| 6. You have to pay someone to block a cyberbully's posts.                           | T / F / NI                                  |
| 7. If you take a stand and talk to a cyberbully, he or she might stop.              | T / F / NI                                  |

About you!



**What are some ways you might help someone who is a victim of cyberbullying? Write some ideas in your notebook.**



**Express regret about not speaking up**

2.51

**1. Read and listen to the conversation.**

- A** I feel pretty awful about something.
- B** What?
- A** Liz and her friends were bullying someone today, and I didn't say anything.
- B** Really? What happened?
- A** They were teasing Julia. I know she felt really bad.
- B** Well, it's not too late. Say something now.
- A** You're right. I will.

2.52

**2. Pronunciation Listen and repeat.**

**3. Guided conversation Create a NEW conversation.**

**Express regret about not speaking up about bullying. Use the ideas.**

**Ideas**

threatening  
gossiping about  
ignoring  
teasing  
telling lies about

- A** I feel pretty awful about something.
- B** What?
- A** \_\_\_\_\_ was bullying someone today, and I didn't say anything.
- B** Really? What happened?
- A** \_\_\_\_\_. I know \_\_\_\_\_ felt really bad.
- B** Well, it's not too late. Say something now.
- A** You're right. I will.



**Read your new conversation with your partner. Then read the conversation in your partner's book.**





## 9

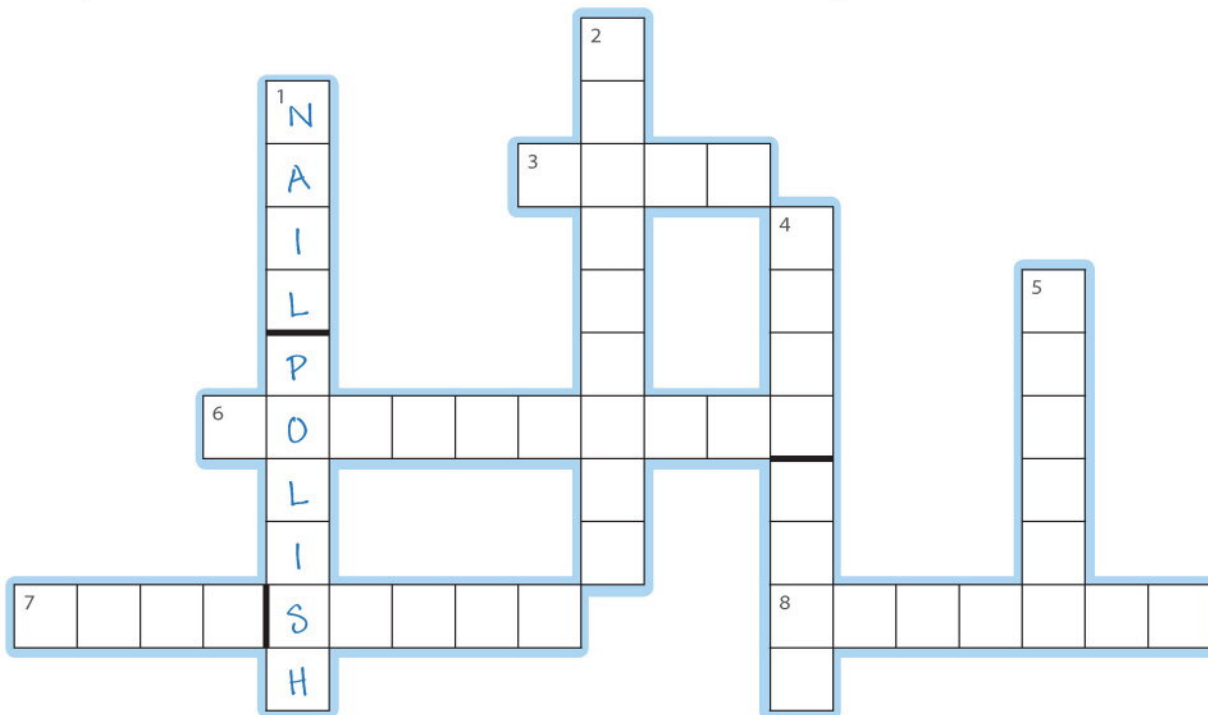
1.

Vocabulary	My study notes	Vocabulary	My study notes	Vocabulary	My study notes
body lotion	_____	hair spray	_____	shaving cream	_____
deodorant	_____	makeup	_____	soap	_____
face wash	_____	nail polish	_____	sunscreen	_____
hair gel	_____	shampoo	_____	toothpaste	_____

2.

on my skin	on my hair	on my hands and feet	on my teeth
body lotion			

### 3.



Down ▼

1. You can decorate your fingers and toes with ....
2. You put ... under your arms.
4. Keep the skin on your face clean with ....
5. ... can totally change the look of your eyes and face.

Across ➤

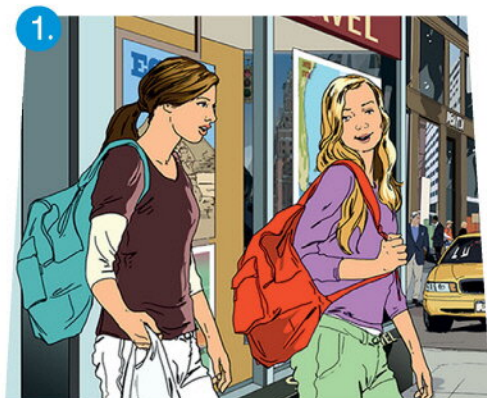
3. You wash your hands with ....
6. Use ... to keep your teeth white.
7. Put ... on your hair for a nice style.
8. Wash your hair with ....



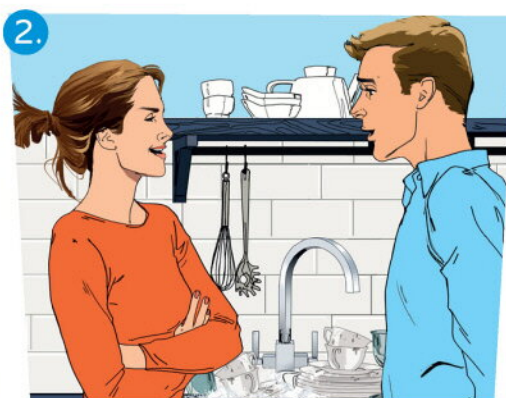
#### 4. Complete each statement with the correct present tense tag question.

1. The products in this store are too expensive, ...  
a. they aren't? **b. aren't they?** c. are they?
2. Ms. Blake is your new teacher, ...  
a. isn't Ms. Blake? b. isn't she? c. is?
3. I'm on the team, ...  
a. am I? b. I am? c. aren't I?
4. Your mom doesn't wear much makeup, ...  
a. doesn't your mom? b. doesn't she? c. does she?
5. Elaine, you're here for orchestra practice, ...  
a. aren't you? b. are you? c. isn't Elaine?
6. Marlena and Roberto speak English, ...  
a. do they? b. don't they? c. doesn't she?

#### 5. Choose the correct tag question to complete each conversation.



1.  
A: Your class won the contest, didn't it? / didn't it win?  
B: Yes, it did! I'm so happy!



2.  
A: Selma and Emmie went to the mall to get cosmetics, did they? / didn't they?  
B: I think so.



3.  
A: There are too many brands of soap to choose from, isn't it? / aren't there?  
B: You're right.



4.  
A: Ms. Kendrick gives a great presentation, doesn't she? / doesn't our teacher?  
B: Yes, she does.



5.  
A: The music at Brad's party on Friday was great, wasn't it? / was it?  
B: Definitely!



6.  
A: Oh, no! We were supposed to get to school early this morning, weren't we? / didn't we?  
B: Yes! I totally forgot.

#### 6. Complete each statement by matching the correct present tense tag question.

1. You use Healthy Hair shampoo, ...  a. aren't they?
2. Your little brother is too young to use shaving cream, ... b. don't you?
3. A good face wash prevents pimples, ... c. don't they?
4. Most product ads are ridiculous, ... d. isn't it?
5. Soft Skin body lotion is the best, ... e. doesn't it?
6. They sell sunscreen at the beach, ... f. isn't he?
7. You don't use hair gel, ... g. do you?



## 7. Complete the conversations with tag questions. Use present or past, according to the statement.



Aaron: We have to bring our uniforms today, don't we?  
 Alex: Today? But the game's tomorrow, \_\_\_\_\_?  
 Aaron: I'm not sure. I'll call Steve and ask.



Claire: That was a great horror movie, \_\_\_\_\_?  
 Tim: Yeah! And it wasn't too scary, \_\_\_\_\_?  
 Claire: Not at all. Actually, that's why I liked it!



Sarita: You bought that nail polish yesterday, \_\_\_\_\_?  
 Mina: No. I just found it in the bathroom.



Victor: Wow! The paintings in the ninth grade art show were fantastic, \_\_\_\_\_?  
 Miranda: Yes, but it's too bad there weren't any photos.

## 8. Read the conversation. Then answer the questions.

- A** Hey, Logan. Do you see this ad for No More Pimples face wash?
- B** Yes. What about it?
- A** It says you can have perfect skin in just two hours.
- B** That's crazy, Peter. You don't believe that, do you?
- A** Why not? They say it's guaranteed.
- B** Logan, think. It says in just two hours. Do you really think that's possible?
- A** I guess not. It is pretty silly.



- What kind of a product is the ad for?  
face wash
- What does the ad claim you can have in just two hours? \_\_\_\_\_
- What's Logan's opinion of the claim? \_\_\_\_\_
- Who believes the claim at first? \_\_\_\_\_
- Why does he believe it? \_\_\_\_\_

## 9. Choose the appropriate response. Write a check mark.

- a** You don't believe that, do you?  
 a. ☐ That's crazy.  
 b. ☒ Actually, I do.
- a** That's crazy, isn't it?  
 a. ☐ Why not?  
 b. ☐ I guess so.
- a** Do you really think that's possible?  
 a. ☐ I guess not.  
 b. ☐ What about it?
- a** Do you see this ad?  
 a. ☐ Why not?  
 b. ☐ Yeah. What about it?



# We should say something.

## 1. Review the Vocabulary. Write your own study notes (or translation) for each word or phrase.

Vocabulary	My study notes	Vocabulary	My study notes
a bully	_____	play a joke on someone	_____
bully someone	_____	tease someone	_____
gossip about someone	_____	tell a lie about someone	_____
ignore someone	_____	threaten someone	_____

## 2. Look at the pictures. Complete each statement, using the Vocabulary.



1. When you play a joke on someone, you might hurt that person's feelings!



2. Don't \_\_\_\_\_ kids who are different from you.



3. If you see someone \_\_\_\_\_ another person, you should tell someone.



4. You shouldn't \_\_\_\_\_ about people.



5. It's not nice to \_\_\_\_\_ someone, especially when that person is a new student.



6. Don't \_\_\_\_\_ about someone. It's really not cool!

## 3. Choose the correct indefinite pronouns.

- ... didn't turn off the lights!  
a. No one      **b. Someone**
- They didn't invite ... from our class to the event.  
a. anyone      b. no one
- ... told me about the party.  
a. No one      b. Anyone
- Didn't ... do the homework last night?  
a. anyone      b. no one
- Why didn't she tell ... about her injury?  
a. no one      b. anyone
- ... called you a few minutes ago.  
a. Someone      b. Anyone

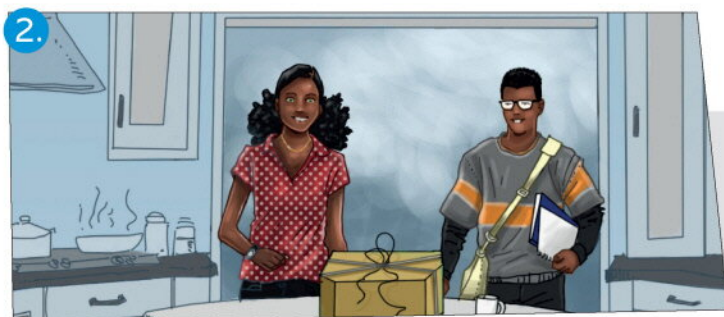


#### 4. Complete each statement or question with *something*, *anything*, or *nothing*.

1. I put something on your desk. It's really cool. Go look!
2. Hey, where are my things? There isn't \_\_\_\_\_ in my locker!
3. Is it your mom's birthday tomorrow? You should buy \_\_\_\_\_ for her.
4. Wait a minute! There's \_\_\_\_\_ in my backpack. I'm sure I put my laptop in here!
5. There's \_\_\_\_\_ in my soda! What is that?
6. Kevin thinks I was gossiping about him. But I didn't say \_\_\_\_\_ about him!

#### 5. Choose the best way to complete each conversation.

- A: Look! **Anyone** / **Someone** is threatening Oscar!  
 B: That's terrible! Let's say **someone** / **something** to the teacher.



- A: Look! There's **something** / **someone** on the table.  
 B: Oh, it's probably **something** / **someone** for Mom.

- A: Do you hear that? I think **something** / **someone** left the TV on. **Anyone** / **Someone** should turn it off.  
 B: Oh, I'll do it.



- A: Hey! **Someone** / **Anyone** put this in the recycling bin!  
 B: Don't look at me! I didn't put **nothing** / **anything** in there.

- A: Did **anyone** / **no one** remember to bring photos to class today?  
 B: I looked at home, but I couldn't find **anything** / **nothing** interesting.





## 6. Read the conversation. Then complete the statements.

- A** Connie, are you OK?
- B** Oh. Hi, Graham. Actually, I feel terrible about something.
- A** What?
- B** My friend Laura was bullying that new girl, Julie, today, and I didn't say anything.
- A** Really? What happened?
- B** Well, Julie tried to be friendly, but Laura teased her. And later, Laura told lies about her to my other classmates.
- A** Well, it's not too late. Say something now.
- B** You're right. I will.

- |                        |                               |
|------------------------|-------------------------------|
| 1. Connie ...          | a. suggested something.       |
| 2. Graham ...          | b. teased someone.            |
| 3. Connie's friend ... | c. feels bad about something. |
| 4. Julie ...           | d. tried to be nice.          |
|                        | e. agrees to do something.    |
|                        | f. didn't say anything.       |



## 7. Put the conversation in order. Write the numbers.

- \_\_\_ Mark and his friends were bullying Victor after school today, and no one said anything.
- \_\_\_ You're right. I will.
- \_\_\_ That's terrible! Well, it's not too late. You should tell someone.
- 1 I feel really bad about something.
- \_\_\_ Mark told Victor to give him some money. But when Victor said no, Mark and his friends threatened him.
- \_\_\_ Really? What happened?
- \_\_\_ What?

## 8. Choose the appropriate response. Write a check mark.

- |  |  |
|--|--|
| 1.  I feel awful about something.                | 3.  Marlene was gossiping about that new girl. |
| a.   What happened?                              | a.  Well, it's not too late.                   |
| b.  Why not?                                     | b.  Really?                                    |
| 2.  Someone was really mean to that new student. | 4.  It's not too late. Do something now.       |
| a.  Really? What happened?                       | a.  You're right.                              |
| b.  Well, it's not too late.                     | b.  Really? What happened?                     |